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ABSTRACT

The Teaching/Learning Center (T/LC) described in this report is an on-campus, in-house afterschool, one-to-one tutorial site designed to let Jacksonville State University (JSE) preservice teachers experience early in their studies highly supervised tutoring with children of differing grades and ability levels. T/LC has supervised 4,132 education majors from 30 professors' classes in 29,865 hours of free tutoring of 1,837 children. Preservice teachers' activities in T/LC include: hands-on teaching/tutoring experience; computer literacy in computer managed instruction; writing daily lesson plans; preparing test items and using diagnostic instruments; and providing alternative modes of instruction. Tutored children receive 20 hours of free tutoring per semester in academic areas designated by parents or teachers. Teacher success after the T/LC experience includes: significantly higher mean scores in three of the four subtests on the Alabama Initial Certification Test; higher evaluations of the JSU Teacher Education Program by first-year teachers than in previous years without T/LC; and higher evaluations by principals of first-year JSU graduate teachers. Demonstrated academic and personal gains for students in a 3-month period include: better report card grades; math test scores increased about 8 months and reading test scores about 14 months; and self-concept test scores increased about 10 percentile points. Appended are a brochure describing T/LC and samples of press coverage of T/LC. Tables are included. Contains 9 references. (SM)

ED306905

THE TEACHING/LEARNING CENTER

COLLEGE OF EDUCATION

JACKSONVILLE STATE UNIVERSITY

JACKSONVILLE, AL 36265

205-231-5346

DR. ELSIE L. WRIGHT, CONTACT PERSON

DR. CAROL S. ULINE, COORDINATOR

MRS. MARY ANN HAYNIE, SECRETARY

FEBRUARY, 1989

HE022630

U.S. DEPARTMENT OF EDUCATION
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT: The Teaching/Learning Center (T/LC), an on-campus, in-house afterschool, one-to-one tutorial site was established in 1982 so Jacksonville State University (Alabama) preservice teachers could experience early in their studies highly supervised tutoring with children (utilizing concepts first learned in the University classroom) of differing grades and ability levels. The T/LC has supervised 4,132 education majors from 30 professors' classes in 29,865 hours of free tutoring of 1,837 children (saving parents over $597,975). Demonstrated average gains for the child in a 3 month tutorial: reading test scores increased 14 months, math test scores increased 8 months, self-concept scores increased approximately 10 percentile points, and report card grades (as reported by parents and public school teachers) improved steadily. Upon completion of their practicum experience, JSU students have acquired a wide variety of personal experiences, usages of new and interesting materials, videotapes of their activities and high skills levels of methods which work effectively with children of differing ages and ability levels. Additionally, JSU students received significantly higher Alabama Initial Teacher Certification Test scores.

INTRODUCTION: The 1987 Southeastern Regional Association of Teacher Educators and the 1988 American Association of State Colleges and Universities' Christa McAuliffe Showcase of Excellence award-winning Teaching/Learning Center (T/LC) at Jacksonville State University (JSU) was established in September, 1982. The T/LC is an on-campus, free afterschool one-to-one tutorial site located in the College of Education building. It was established so that the JSU College of Education students (preservice teachers) could experience early and frequent practice in highly structured and supervised on-campus tutoring of local city and county K-12 students possessing a variety of ability levels in almost all content areas taught in the public schools.

BACKGROUND: There were both University and community exigencies which fostered the establishment of the T/LC. First, the Alabama State Department of Education proposed a format for accredited teacher education institutions which suggested the equivalent of 10 hours of practicum experience for every preservice teacher per three-hour upper-division education course.

Second, the annual followup of JSU graduates indicated a need to have more practica to parallel undergraduate courses. Teacher education students need as much practical experience with children and with methodology and materials as possible during their training programs. It has long been recognized that almost all teacher education institutions in America advocate the desirability of considerable amounts of practical experience for students prior to sending them to student teach. In reality these institutions seldom act upon this recommendation with full-fledged intensity until the last semester of enrollment when student teaching activities occur. An additional consideration for JSU was that it had no laboratory school in which practicum experiences might take place. The only recourse for the practicum experience was to inundate the local public school classrooms. Thus, in order to meet the requirement of the State Department of Education and to comply with the request of graduates, JSU had to institute a comprehensive program to accommodate the large numbers of preservice teachers enrolled in the JSU College of Education who needed real life experiences. This type of comprehensive practica that JSU wanted to institute equated to a monumental overload of preservice teachers and contact hours in local schools. JSU could not overwhelm the public school

classrooms with approximately 1,000+ preservice teachers per semester needing practica and student teaching.

Third, it was during the same time frame that the Alabama Basic Competency Tests were being administered in our public schools. This activity placed a responsibility on the public and the teachers to perform and document remediation efforts. Our local school children were, and are, in desperate need of tutorial services. Alabama has the ignominious position of being in the top ten states having the highest dropout rate. Alabama's dropout rate is 37.9% as compared to 25% nationally (Kunisawa, 1988).

Fourth, prior to the establishment of the T/LC, parents frequently called the College of Education faculty attempting to secure tutorial help and information for their child(ren). The College of Education had no formal referral source available and utilized volunteers in order to meet the parents request.

DESCRIPTION OF THE PROGRAM: With considerable College of Education and mutual local community needs in mind, a proposal was written by Dr. Elsie L. Wright, later Director of the T/LC and Dr. Carol S. Uline, later Coordinator of the T/LC, along with other selected College of Education faculty, attempting to secure funding to alleviate both College of Education and community concerns. Title III, Aid to Institutions Developing Programs, funding was granted and thus enabled the T/LC to begin operation during the 1982-1983 academic year. The continuance of T/LC was made possible with Title III funds until the 1987-1988 academic year. After this funding period

and because of its success record, JSU assumed the ongoing financial responsibility for T/LC.

At the earliest possible indication of an academic problem in the public school arena by a child and upon request from the child(ren)'s parents and/or teachers, one-to-one tutoring is begun by JSU preservice teachers with structured supervision thus providing invaluable remediation as well as innovative strategies for JSU students to carry into their public classrooms upon graduation.

Tutoring provides simultaneous on-the-job experience with those methods and strategies first introduced and learned in the JSU classroom. Preservice teachers enrolled in specified education courses at JSU tutor approximately 10 hours per course. In a sequential format, this one-to-one tutoring experience prefaces the preservice teacher's next experience with small groups in other required practicum settings, and ultimately their culminating experience of student teaching involving the teaching, management, and control of the larger, expanded classroom. Early preteaching or tutoring experiences sensitize preservice teachers to the relevance of skills and knowledge provided during their classroom participation. T/LC personnel and faculty think that "to teach is to learn twice" (Joubert, 1972).

As of the 1988 Summer II semester, T/LC has supervised 4,132 education students from 30 professors' classes in 29,865 hours of free one-to-one tutoring of 1,837 county and city public school students representing 29 separate schools. Additionally 6,645 hours of practice in teachermade, computer banked, objective based test

item writing has been done by the educational measurements classes to be used for pre-and-posttesting of T/LC tutees (Wright, 1988).

Table I provides a summarization of annual T/LC participation (Wright, 1988).

TABLE I
ANNUAL SUMMARY OF T/LC PARTICIPANTS

YEAR	TUTORS	TUTEES	HOURS OF EXPERIENCE TUTORING	TESTING
82-83	245	125	2,275	
83-84	551	217	3,265	
84-85	639	250	3,300	995
85-86	848	301	5,800	1,630
86-87	906	505	8,470	1,720
87-88	943	439	6,755	3,300
TOTAL	4,132	1,837	29,865	6,645

The profile of the JSU 4,132 preservice teachers is interesting and varied. See Table II. (Wright, 1988).

TABLE II
PROFILE OF PRESERVICE TEACHERS IN T/LC (1982-1988)

SEX: F>M RACE: W>B AGE: 19-50+ YEARS
MAJORS: 72 different concentrations CLASS: Sophomore-Senior
ACT Composite: 16-30+ GPA: 2.25 - 4.0
ABILITY LEVEL: average to gifted
WORK EXPERIENCE: none to retired
EXPERIENCE WITH CHILDREN: none to many years
BACKGROUND: parents illiterate to Ph.Ds,
welfare to upper middle class
RESIDENCE: Alabama > other southeastern states, rural > urban
FUTURE LOCATIONS: all US states + overseas (military-related persons)

Preservice teachers' activities and objectives in T/LC include:

GAINING:
- *"hands-on" teaching/tutoring experience.
- *computer literacy in computer managed instruction, computer assisted instruction and wordprocessing.
- *professional practice in communicating with parents and teachers.
- *confidence as a teacher.
- *self-satisfaction.

LEARNING:
- *to cope with differing personalities, learning styles, behaviors, and skills levels.
- *to write daily lesson plans.
- *to select appropriate instructional materials.
- *to provide alternative modes of instruction.
- *to prepare test items and administer diagnostic instruments.
- *to use multisensory materials and equipment, including kits, programmed texts, sound/filmstrip projectors, System 80 teaching machines, Audiotutorette, electronic digitors, and microcomputers.

OBSERVING:
- *developmental levels and concerns of multicultural groups.

INCREASING:
- *test scores on Alabama Initial Teacher Certification Test.

FULFILLING:
- *Alabama State Department of Education practicum requirements.

The profile of the 1,837 children being tutored is shown in Table III (Wright, 1988). Even though the T/LC had originally planned to serve the public school children found in the county in which JSU is located, children have attended T/LC from seven surrounding counties. Parents have driven at distances as far as 100 miles round trip to secure tutoring for their child(ren).

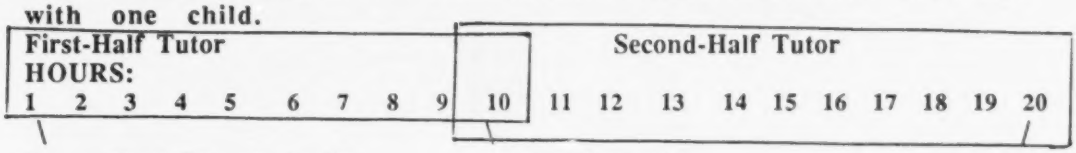
TABLE III
PUBLIC SCHOOL CHILDREN'S PROFILE

SEX: M>F AGE: 5-19 years
RACE: W > B, Oriental, or Hispanic
GRADES: K-12 AREAS TUTORED: All content areas
SKILLS LEVELS: greatly lagging to gifted
BACKGROUND: parents illiterate to Ph.Ds,
welfare to upper middle class
RESIDENCE: eight local counties,
rural > urban
NUMBER OF SCHOOLS SERVED: 29

School children being tutored receive approximately 20 hours of free one-to-one tutoring per semester in academic areas designated by their parents or teachers. There are 2 JSU preservice teachers assigned each child with each preservice teacher tutoring 10 consecutive hours. Each day the child receives 1 hour of tutoring on either M/W or T/TH between 3:00-6:00 p.m. (2 hours per week for a 10 week duration during the regular Fall and Spring semesters). Because of the longer time duration in Fall and Spring semesters,

tutoring during these sessions differs from that performed during the shorter minimester and summer months. There are two different patterns for tutoring which occur in T/LC depending on the semester of operation. These are illustrated below in **TUTORING PLAN I** and **TUTORING PLAN II.** Likewise there is one testing plan (**TESTING PLAN I**) which is utilized during all semesters.

TUTORING PLAN I: FALL/SPRING SEMESTERS--Two Tutors work with one child.



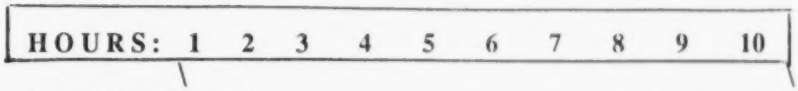
1. Meet/Greet both parents and child.
2. Pretest.

Overlap for continuity & communication.

1. Post-test.
2. Verbally report progress to parents

AFTER TUTORING:
Partners meet to wordprocess the progress letter to parents.

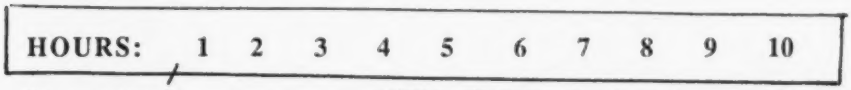
TUTORING PLAN II: MINI, SUMMER I & SUMMER II One tutor works with each child.



Meet/Greet both parents and child.
Pretest.

1. Post-test.
2. Wordprocess the progress letter to parents.

TESTING PLAN I:



Present behavioral objectives.

HOURS 2-10: Test item writing

Word processing:

*Edit old editions similar to redoing test manual questions.
*Write new test items.

The parent's only obligation is to insure the Center that their child(ren) will be in attendance at every scheduled tutorial session on a regular basis. Parents must supply transportation to and from the JSU campus for their child(ren). In order to expedite and assure continuity of services to the child, the T/LC asks for permission to obtain school records and test scores from the child(ren)'s school, as well as permission to discuss with the regular classroom teacher information pertinent to the academic and personal progress of the child(ren). After the tutorial is completed, the JSU preservice teacher wordprocesses a formal letter to the child's parent(s) and his/her regular school teacher in order to inform all parties of the child's progress after being tutored in T/LC. Parent, school, and college communication lines are open and encouraged. Tutoring is free, thus providing an enormous monetary savings to the community. For example, if the parents of children being tutored in T/LC were required to pay for tutorial services at the following rates, the savings range would be from $149,325 to $746,625:

At $ 5.00 per hour:	$149,325
At $10.00 per hour:	$298,650
**At $15.00 per hour:	$447,975
**At $20.00 per hour:	$597,300
At $25.00 per hour:	$746,625

**Most common rates in this geographical area.

RESULTS: A variety of methods is used to ascertain efficiency and proficiency of T/LC objectives. Observation objectives are documented with formal observation sheets paralleling the

developmental level of the tutee. Activity checksheets are used to assess activities and requirements unique to each course. Individualized daily lesson plans are written and include selected materials plus 3 alternate modes of instruction. A pre- and post-practicum questionnaire is administered in which all experiences and materials in the Center are listed and students indicate initial and exit use and skills level. Wordprocessed test items and letters are filed/mailed to pertinent individuals. Statistical data are calculated for scores on the Alabama Initial Certification Test, first-year teachers' evaluation of JSU program, and evaluations by principals of first-year teachers from JSU are compared for those with T/LC and without T/LC experience.

The JSU preservice teachers' success after T/LC experience includes:

1. Statistically significant higher mean scores in 3 of the 4 subtests on the Alabama Initial Certification Test:

   Subtest I - Humanistic & Behavioral Studies,

   Subtest II - Curriculum & Instruction, and

   Subtest III - Measurement and Evaluation.

   (Subtest IV which pertains to Legal Issues is not addressed within the T/LC programming.)

2. Higher evaluations of the JSU Teacher Education Program by first-year teachers than in previous years' graduates without T/LC experience.

3. Higher evaluations by principals of their first-year JSU graduate teacher (with T/LC experience) than previous years' graduates

4. Higher ratings for first-year JSU teacher graduates (with T/LC experience) on a comparative statewide survey of university graduates in teacher education (Wright, 1988).

Demonstrated average academic and personal gains for the public school child in a 3 month tutorial session (averaging about 20 hrs. per child) include:

1. Reading test scores increased an average of 14 months.
2. Math test scores increased an average of 8 months..
3. Self-concept test scores increased an average of 10 percentile points (Wright, 1988).
4. Parents and teachers report that better report card grades occurred after T/LC tutoring.

The Center's staff believes these results occurred primarily because:

1. The T/LC has provided high interest level materials and activities to these already tired after-a-school-day students, as well as skilled supervision.
2. An improved self-concept on the part of the student leads to an improvement in academic achievement (Hamacheck, 1985).
3. There is a relationship between the degree of motivation and the intensity of the stimulus. One-to-one tutoring provides extremely high intensity stimulation (Gazda, 1980).
4. The Center has tried to provide novel avenues to accomplish learning. Novelty tends to increase motivation (Maw, 1970).
5. Problem-solving tasks are attempted at the Center because problem-solving tasks tend to produce intrinsic motivation--much of which is lacking in some of our public school students (Bruner, 1960).

6. Well-managed and pleasant learning environments promoted at the Center correlate with a rise in motivation to perform well. Effective classroom management, warm classroom atmospheres and student motivation are related (Evertson, 1982).

7. The Center has found that with one-to-one tutoring, small successes are noticed and reinforced frequently, thus increasing achievement motivation on the part of the public school children (Skinner, 1953).

8. Computer drill and practice provide immediate knowledge of results. Immediate feedback tends to increase motivation (Skinner, 1953).

CONCLUSIONS AND RECOMMENDATIONS: This program is vitally linked to real problems in the schools. Problems addressed are drop-out rate, improved test performance, teacher competencies, classroom effectiveness, entry job opportunities, and strengthening undergraduate teacher education programs.

Drop-out Rate: In tutoring 1,837 public school students since the Center's inception in 29,865 hours of one-to-one effort, parents, local school officials and teachers state that the T/LC has made a decisive impact upon lessening the dropout rate of T/LC tutees. The full impact of public school children's participation in T/LC upon the drop-out rate may, in reality, take years to assess.

Test Performance: Demonstrated average increases in test performance of both the JSU preservice teachers and the public school students have been statistically documented. Public school children's scores have increased both in school administered

standardized tests and on T/LC administered tests. T/LC participating JSU students' scores on the Alabama Initial Certification Test were statistically higher than JSU students' score who did not participate in T/LC activities.

Teacher Competencies: Pretesting and posttesting questionnaires documenting preservice teacher competencies show an average increase from 10% efficiency and knowledge of Center activities/materials/strategies to 90% efficiency on the average. Furthermore, experience is the best teacher.

Classroom Effectivenesss: A statewide survey of first year teachers in Alabama who were JSU graduates with T/LC experience marked higher ratings for the entire JSU teacher education program than previous years' graduates. JSU first year teachers also rated the JSU teacher education program significantly higher than other first year teachers rated their collegiate teacher education preparatory program. The principals of JSU teacher education graduates who were in their first year of teaching (and who had participated in T/LC) were rated higher than their counterparts who were in the first year of teaching and who had not tutored in T/LC.

Entry Job Opportunities: By documenting all practicum experiences performed during preservice education including: one-to-one tutoring, small group work, student teaching, along with experience in rural/urban settings with varying grade levels and types of personalities and ethnic groups, with videotaped evidence of experience, even the JSU preservice teacher with no paid professional work is at a distinct advantage compared to their

counterparts across the nation without this documentation of work experience on their resumes at job entry time.

Strengthening Undergraduate Teacher Education Programs: The T/LC has been called the "Center for Two Learners" since both the local school students and JSU preservice teachers make significant academic and personal progress. JSU classroom concepts are made definitively more relevant and thus reinforced through this hands-on practicum experience. The T/LC is unique in that it is the closest replica of co-operative education that one would find located within a College of Education framework. Local legislators have proclaimed this to be one of the community's greatest "natural resources" and community outreaches. Several local school systems have discussed with T/LC staff members the possibility of establishing an after-school tutorial program on their school campuses using a modified T/LC model.

The Center's personnel recommends that this type of program be implemented at other similar institutions. The results are outstanding and noteworthy. Each College of Education in America should join in the Center's goal. The Center's continuing goal is to aid the JSU College of Education in graduating qualified teachers who are **rich in experience as well as rich in information.**

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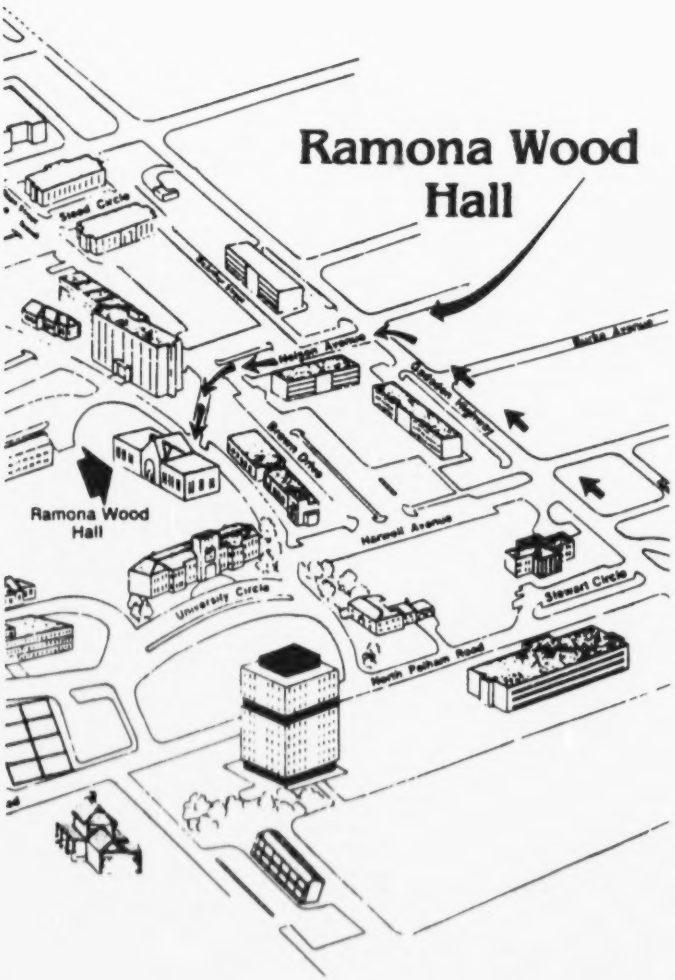
APPENDIX

Jacksonville State University

Teaching/Learning
Center



JACKSONVILLE STATE UNIVERSITY

THE
TEACHING/LEARNING
CENTER

COLLEGE OF EDUCATION

INTRODUCING THE TEACHING/LEARNING CENTER (T/LC)

The award-winning Teaching/Learning Center at JSU is an on-campus, free afterschool one-to-one tutorial site. It was established in 1982 so that the JSU College of Education students (preservice teachers) could experience highly supervised tutoring of local city and county students of specified age/grade (K-12) levels. Early preteaching/tutoring experiences sensitize preservice teachers to the relevance of skills and knowledge provided during their classroom participation. Tutoring provides simultaneous on-the-job experience with those methods and strategies learned in the classroom. Preservice teachers tutor approximately 10 hours for each 3 hour education course.

Upon completion of their practicum experiences, JSU students have acquired a wide variety of personal experiences, usage of materials, videotapes of their activities and a high skill level of methods which work effectively with children of differing ages and ability levels.

The Center has been called the "Center for Two Learners" since both the local school students and JSU preservice teachers make significant academic and personal progress.

The Center's goal is to aid the College of Education in graduating qualified teachers who are rich in experience as well as rich in information.

INFORMATION FOR LOCAL SCHOOL STUDENTS AND THEIR PARENTS

School children being tutored receive approximately 20 hours of free one-to-one tutoring per semester in academic areas designated by their parents/teachers. During the Fall and Spring sessions, each child being tutored attends either M/W or T/TH sessions between the hours of 3:00-5:00. Each day the child receives 1 hour of tutoring (2 hours per week). The shorter May, Summer I and II sessions allow approximately 10 hours of tutoring on a daily basis (M-F).

The parent's obligation is to insure the Center that their child(ren) will be in attendance at every scheduled tutorial session on a regular basis. Parents must also supply transportation to and from the JSU campus for their child(ren). The Center will also ask for permission to obtain school records and test scores from the child(ren)'s school, as well as permission to discuss with the regular classroom teacher information pertinent to the academic and personal progress of the child(ren).

Application for tutorial services are requested before each semester.

*TO RECEIVE AN APPLICATION, COMPLETE THE ATTACHED **REQEST FOR APPLICATION FORM** OR CALL 231-5346 BETWEEN 9:00 and 4:30 AND AN APPLICATION WILL BE FORWARDED TO YOU.*

STATISTICS ABOUT THE T/LC

Did you know that:

As of May, 1988, T/LC has supervised 3,907 education students from 21 professors' classes in 28,406 hours of one-to-one tutoring of 1,764 county and city public school students representing 29 separate schools.

T/LC tutoring is provided at no cost to the parent;

whereas, the average cost for tutoring is usually $10-$20 per hour (or more). This amounts to approximately $200-$400 parents would be paying per semester, if the service were not provided through JSU.

In a 3-month session (20 hours), academic and personal successes for the typical child included an increase of:

- 14 months in reading scores
- 8 months in math scores
- 10 percentile points in self-concept scores
- grades on report cards.

JSU student's benefits include:

- observing developmental levels
- observing concerns of multicultural groups
- gaining computer skills (CAI/word processing)
- learning to write daily lesson plans
- learning to cope with differing personalities, learning styles, and skills levels
- learning to provide alternative modes of instruction
- learning to select appropriate instructional materials
- learning to use multisensory materials and equipment
- gaining professional practice in communicating with parents and teachers
- gaining confidence as a teacher
- gaining self-satisfaction
- better Teacher Competency Test scores

REQUEST FOR APPLICATION FOR TUTORIAL SERVICES

THE TEACHING/LEARNING CENTER COLLEGE OF EDUCATION

Ramona Wood Building
Jacksonville State University, Jacksonville, Alabama 36265
Telephone: (205) 231-5346

DIRECTIONS: Please complete and return this form to the above address:

Name of Parent(s): _____

Name of Child(ren): _____ Age _____ Grade _____

_____ Age _____ Grade _____

Address: _____

_____

Phone: (Home) _____ (Work) _____

Dr. Elsie Wright, director of JSU's Teaching - Learning Center, and Dr. Jimmy Reaves, former vice president for academic affairs, look over the "Innovation in Teacher Education Award" presented to the Center recently by the Southeastern Association of Teacher Educators. The award is in recognition of the Center's innovative teacher education programs which demonstrated "exceptional creative activities and improved the quality of experiences for undergraduate education majors." Since its inception in 1983, the Center has supervised approximately 3,000 undergraduate education majors as they administered free tutoring services to local school children.

Teaching - Learning Center receives award at annual conference

The Teaching - Learning Center located in the College of Education was awarded the Southeastern Regional Association of Teacher Educators' INNOVATION IN TEACHER EDUCATION AWARD at their annual conference in Charlotte, North Carolina. Additionally, Dr. Harold J. McGee was notified that JSU's T - LC had received one of seven new national Crista McAuliffe Showcase for Excellence Awards given by the American Association of State Colleges and Universities. The T - LC will receive the plaque at Kansas City, Missouri on September 29, 1988.

The College of Education Dean, Dr. Robert C. Hymer states, "I am very proud of this program's accomplishments as well as the College of Education's practicum students' dedicated efforts. This Center should be called the Center for Two Learners since both the undergraduate education major and the public school students profit from each other." The Director of the Teaching - Learning Center is Dr. Elsie L. Wright. Dr. Carol S. Uline is the Program Coordinator.

Dr. Wright and Dr. Uline wish to express their gratitude to all of the College of Education alumni (approximately 3,500 over the past 6 years) who were active participants in the Teaching - Learning Center's activities, for it is they who received this prestigious award.

Since 1983, the Teaching - Learning Center has supervised 3,907 undergraduate education majors in 27,506 hours of carefully supervised and FREE one - to - one tutoring of 1,764 area public school students representing 26 separate schools who were experiencing difficulties in basic skills and academic content areas.

Inside today's

JSU Report

T/LC wins Christa McAuliffe Award, Page 7

T/LC garners national award

Dr. Elsie Wright said it didn't take a national award to convince area parents that JSU's Teaching/Learning Center (T/LC) is outstanding.

"Parents have driven from as far away as Pell City, Centre and Talladega, made arrangements with their employers to take time off to bring their children in for tutoring, and made many other sacrifices to take advantage of our nationally-recognized program. People would not be making these kinds of commitments unless their children were showing marked improvement in their academic performance," explained Dr. Wright, director of T/LC.

The program recently won the 1988 Christa McAuliffe Showcase for Excellence Award in the category of Developing More Innovative Curricula in Teacher Education. The award is named in honor of the late teacher/astronaut Christa McAuliffe. One of only six national awards given by the American Association of State Colleges and Universities (AASCU), the commendation was initiated to "highlight the unique commitment of state colleges and universities to an important mission: the training of the future teachers of our nation."

The presentation was made during AASCU's National Conference on Improving Quality in Undergraduate Education held in Kansas City, Mo.

At the conference, Dr. Wright presented a program to a nationwide group of educators on the topic "The Challenge: Touching the Future Through The Teaching/Learning Center."

T/LC is a one-on-one tutorial program offered free of charge to area school children. It was established in 1982 so education majors could receive supervised tutoring experience with students in grades K - 12. The program earned headlines when those children began moving ahead by leaps and bounds in school.

The center's statistics show that in one three-month tutorial session reading test scores increased an average of 14 months, math test scores increased an average of eight months, and self-concept test scores increased ten percentile points. This means better report cards.

"And the service is free," according to Dr. Wright. "We do this to provide experience for our education majors. They are the ones in the trenches providing the tutoring, and it enables them to more effectively deal with real-world situations when they accept teaching positions."

Currently, over 300 education majors provide tutoring for some 150 school children from an eight-county area. A profile of T/LC students shows they range in age from five to 19 years, are in grades K - 12, and fall into skill levels ranging from "greatly lagging" to gifted. They receive tutoring in all content areas, and their parents are "illiterate to Ph.Ds, welfare to upper middle class." Students from 29 school systems have been served.

According to Dr. Wright, the most common rates for tutoring in this area are $15 and $20 per hour. At these rates, the center saves the region between $447,975 and $597,300 in tutoring costs.

T/LC is currently trying to find a sponsor and build stronger community support to help defer a portion of its operating costs. A T/LC spokesman said that recent budget cutbacks may mean the center cannot serve as many students in the future as have been served in recent years unless help is given.

For further information about T/LC, call Carol Uline, coordinator, at 231-5346.

Page 4A The Anniston Star, Saturday, Sept. 22, 1990

JSU receives national award

JACKSONVILLE — Jacksonville State University has been selected as one of seven winners of the 1990 Christa McAuliffe Showcase for Excellence Awards Competition sponsored by the American Association of State Colleges and Universities in Washington, D.C.

The University's Teaching&Learning Center was selected for recognition in the category, "Developing More Innovative Curricula in Teacher Education."

The Teaching&Learning Center provides free tutoring for area children while providing needed experience for education majors at the university.

JSU President Dr. Harold McGee has commended Dr. Elsie Wright, director of the center, for her "creativity and dedication in making this an exemplary program." McGee has invited Wright to participate in the awards presentation Sept. 29 in Kansas City, Mo.

Wednesday, August 17, 1988 THE JACKSONVILLE NEWS
The Jacksonville News

JSU receives recognition

JSU has been selected as one of seven winners of the 1988 Christa McAuliffe Showcase for Excellence Awards Competition sponsored by the American Association of State Colleges and Universities (AASCU) based in Washington, D. C.

The University's Teaching - Learning Center was elected for recognition in category two, Developing More Innovative Curricula in Teacher Education.

Allan W. Ostart, president of AASCU, said awards were given only in those categories where institutions were ranked about 95 (out of a possible 115) by the panel of judges. JSU president Harold J. McGee has commended Dr. Elsie Wright, director of the Teaching - Learning Center, for her "creativity and dedication in making this an exemplary program."

Dr. McGee has invited Dr. Wright to be a participant in the awards presentation on Sept. 29 in Kansas City, Mo. President James E. Gilbert of East Stroudsburg University in Pennsylvania, chairman of the Committee on Excellence in Teaching and Learning, will present the award.

JSU Report

December, 1988 Jacksonville State University

KEMP'S OFFICENTER DONATES SOFTWARE
Fred and Don Kemp of Anniston, right, teach Dr. Elsie Wright and a tutor, seated, how to use new software donated recently by Kemp's Officenter of Anniston. Looking on is student Alfred Green of Alexandria. The Kemps are donating software and other supplies for the Teaching/Learning Center this semester.

T/LC RECOGNIZED BY GOV. HUNT
JSU's Teaching/Learning Center continues to reap benefits from being named recipient of the recent Christa McAuliffe Award. The latest accolade comes from Gov. Guy Hunt in the form of a proclamation recognizing the Center for its outstanding work. Showing off the document during a recent tea are, from left, Dr. Carol Uline, coordinator; Dr. Elsie Wright, director; and Mary Haynie, staff member.